**Comprehend and Respond**

Key Language Cues and Conventions for Grade 1  
*When viewing, listening, or reading, Grade 1 students:*

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| **Pragmatic Cues –**  Choosing what and how to communicate | * I can identify a purpose for viewing. * I can identify a purpose for listening. * I can identify a purpose for reading. |
| **Textual Cues -**  The form or structure and elements of text | * I can recognize different text forms, including: * poems * stories * fairy tales * informational texts. * I can recognize some of their structures and features, such as: * title * page number * sequence * description * problem/resolution. * I can describe the difference between fiction and non-fiction. |
| **Syntactic Cues -**  Sentence structure, combining words to form phrases, and both the classes & functions of words (e.g., verbs/subjects) | * I can identify a complete sentence. * I can recognize different types of end punctuation. * I can use punctuation (including period and comma) to help understanding. * I can show that sentences have predictable word order. |
| **Semantic/Lexical/Morphological -** Words or vocabulary | * I can recognize 100 of the most commonly used words in print. * I can use context to help me understand new words. * I can use visual cues (e.g., pictures and illustrations) to help me understand new words. * I can use sound patterns (e.g., rhyming words) to help me understand new words. * I can recognize common antonyms and synonyms. |
| **Phonological/Graphophonic -**  Relationships between the symbols and sounds of a language (e.g. letter or sound relationships and patterns) | * I can count phonemes with to make new words. I can do this with words containing once, two and three phonemes. * I can count segments to make new words. * I can explore blend phonemes at the beginning of new words. * I can recognize and use the alphabet. * I can recognize letter/sound relationships and patterns in words. * I can identify all consonant sounds in spoken words. * I can use phonics to help understand one-syllable words, using: * basic phonetic analysis * consonant sounds in some blends and digraphs (e.g., bl, br, th, wh). * I can recognize rhyming words. * I can recognize features of words including word patterns and differences. |
| **Other Cues and Conventions**  Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. | * I can recognize features of different texts such as: * Captions * Illustrations * Colours * Sizes * movement |

**Compose and Create**

Key Language Cues and Conventions for Grade 1  
*When speaking, writing, or using other forms of representing, Grade 1 students:*

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| **Pragmatic Cues –**  Choosing what and how to communicate | * I can use common social greetings and expressions (e.g., “Thank you”). * I can use language appropriate to situation. |
| **Textual Cues -**  The form or structure and elements of text | * I can create simple stories of several sentences. * I can organize main idea with two or more related details |
| **Syntactic Cues -**  Sentence structure, combining words to form phrases, and both the classes & functions of words (e.g., verbs/subjects) | * I can use and write simple complete sentences often with six or more words (in speech, 6.8; in writing, 6.0 by June). * I can understand and use conventions of a sentence, including: * word order * capital letters at the beginning of a sentence * period at the end of a statement. |
| **Semantic/Lexical/Morphological -** Words or vocabulary | * I can choose and use words to add interest or to clarify. * I can use conventional spellings of high-frequency words. * I can recognize the difference between invented and conventional Canadian spelling. * I can make single-syllable words (e.g., dog/dogs) into plural. * I can use capitals for: * the pronoun I * names * days of the week * months. * I can spell my name. * I can spell high-frequency words such as are, and, I, from, was, that, the, they, with, you, .... |
| **Phonological/Graphophonic -**  Relationships between the symbols and sounds of a language (e.g. letter or sound relationships and patterns) | * I can use phonics (including letter/sound relationships and patterns in words) to spell unfamiliar words. * I can sound out (elongating) sounds in a spelling word. * I can represent all substantial sounds in spelling a word. * I can use a mixture of conventional and temporary spelling for three- and four-letter short vowel words. |
| **Other Cues and Conventions**  Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. | * I can communicate ideas and needs by: * using simple gestures * adjusting the volume of my voice * adjusting the tone of my voice. * I can hold pencils, crayons, and markers with a comfortable and correct grip. * I can use correct letter and number formation (capitals and small letters) when I print. * I can leave spaces between words. * I can use pictures, charts, graphs, and physical movement to show what I learned. |